Effective use of digital opportunities: It begins and ends with lecturers

EPIC 2022

Acceleration plan
Educational innovation with ICT
I. The Acceleration Plan

- UNL, VH, SURF
- 4 year program
- 39 universities, 100+ members

Ambitions
1. Improving connection with labour market
2. Making education more flexible
3. Smarter en better learning with technology
Goal
Enable all instructors to make effective use of ICT in delivering instruction to their students. Accelerating educational innovation can improve educational quality.
Facilitating professional development of lecturers

How can you facilitate and stimulate the professional development of lecturers regarding educational innovation with IT in your organization?
Building blocks for professional development toolkit

- Lit. review for building blocks
- Interviews with experts
- 29 building blocks in 3 domains:
  1. Teacher characteristics
  2. Professional development
  3. Internal and external context
- Cards
- Murals
- Manual Educational Design Research
Table 1 toolkit

Dorien Hopster-den Otter
Field labs

- Experimenting with PD building blocks and educational innovations with ICT
- 6 PD interventions
  - Formative assessment
  - Digital peer feedback
  - Learning analytics
  - Online didactics
  - Artificial Intelligence
  - Blended learning
- Manual, slides, placemats
Table 2 Field lab
blended learning

Iwan Wopereis
The integral IT motion sensor

- Enhance the effectiveness of PD in organizations
- Integral approach
- 4 pillars:
  1. vision and policies
  2. PD
  3. Infrastructure
  4. leadership
- Manual, visuals/video's
- Paper and online
Table 3 IT motion sensor

Ronald Spruit
A focus on educational IT specialists

1. **Job titles?**
2. **Tasks?**
3. **Required competences?**
4. **Professional development opportunities?**

The five roles of the educational IT specialist

1. **The change agent** is able to initiate and support an effective change process. The change agent is keenly aware of the needs of the different target groups, and takes an evidence-informed approach to achieve good project results.

2. **The coach** enthuses, supports and trains lecturers in the pedagogical use of IT in education. The coach also contributes to the educational design processes of lecturers. Coaches establish a link between daily education practice and possible IT applications, with a focus on the functionality of IT systems (technology-based educational content and pedagogy).

3. **The advisor** provides management and the organisation with advice, and communicates this effectively. The advisor is aware of the main issues and questions in the organisation and how to respond to these. Advisors establish a link between the institution's vision or policy and possible IT innovations, with a focus on digital pedagogy (pedagogy-based educational content and technology), the educational vision (of the institution) and educational practice (of the lecturers). Advisors also act as an intermediary or sparring partner to ensure that changes in the educational practice of lecturers are aligned with the institution’s policy.

4. **The networker** not only brings together people in an approachable and accessible manner, but also brings together ideas and examples, and ensures that these collaborations, ideas and practices are viable and adopted in the organisation. Networkers therefore create the context within which innovation can take place, and are aware of the broader picture.

5. **The inspirer** monitors the potential of new pedagogical and technological developments, communicates the possibilities that these offer for education, and therefore inspires other professionals to take action.
Table 4 Educational IT expert

Peter Dekker

“Clear definitions and roles are needed. Everyone needs to know what they mean and what conditions need to be met.”
– anonymous respondent
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thanks!

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